



**EDAD 530: School Law**

**3 Credit Hours**

**Semester:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**E-mail:** \_\_\_\_\_

**Union Web Site:** [www.unionky.edu](http://www.unionky.edu)

**Office:** \_\_\_\_\_

**Department Phone:** **606- 546-1641**

**Office Hours:** \_\_\_\_\_

**Office Phone:** \_\_\_\_\_

**TEXT:**

Looney, Susan D., (2004) Education and the Legal System: A Guide to Understanding the Law, Merrill Prentice Hall. LISBN: 0130915505

**Course Description**

This course will cover legal provisions for public education in the United States as well as an interpretation and application of present laws, federal, ,state, and special education law. It examines fundamental issues of law and ethics as they are applied to the teaching profession. Areas to be studied include educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, as well as, tort liability.

***Course Connections***

**Connection to  
Department Mission**

**Successful principals are responsible for planning, organizing, leading and developing the organization toward a clear focus. They must have a comprehensible understanding of each function and how they relate to improving student achievement. Effective school leaders must demonstrate an understanding of the importance of ethics, integrity, and have a deep understanding of the legal implications of the decisions that shape the school.**

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| <b>Connection to Conceptual Framework</b>                  | This course is consistent with Union College conceptual framework through its belief that “educators are leaders” who through their leadership style and dispositions brings about systemic change that creates a “cooperative and collaborative working relationship” among all stakeholders and maintains an understanding of the legal implications of their decisions.  |
| <b>Connection to following Standards:<br/>ISLLC, TESSA</b> | <ol style="list-style-type: none"> <li>1. The administrator as a leader and manager.<br/>ISLLC# 1,2,3,4,5,6 TSSA# 1,2,3,4,5,6</li> <li>2. The role of the administrator in understanding the legal implications of all decisions.<br/>ISLLC# 2,3,4 TSSA# 2, 3</li> <li>3. The administrator as a leader in developing personnel policies that communicates expectation for all personnel. ISLLC &amp; TSSA Standards<br/>ISSLC# 1,2,3,4,5,6 TSSA# 1,2,3,4,5,6</li> </ol>  |
| <b>Connection to Diversity</b>                             | It is very important that teachers, principals and other school officials understand and exemplify the belief that the future success of any individual will be predicated on their ability to manage and leverage multiplicity of the various stakeholders inside and outside the school setting. They must understand that the world is made up of a diverse population and expect all players to be involved in the success of the classroom as well as the larger community.  |
| <b>Connection to Dispositional Development</b>             | The Union College Graduate Education Faculty has adopted a conceptual framework that reflects the belief that teachers and principals should model as an educated person. Through the Graduate Council, the College community has developed a set of goals that serves as criteria for the quality and conditions for this framework. This framework describes knowledge, abilities, skills, and dispositions that come from research and best practice. These goals take the form of competency descriptors in the categories of general studies, professional knowledge, professional abilities and professional dispositions. These outcomes have been linked with Standards for School Leaders. |
| <b>Course Embedded Performance Activity</b>                | The means for achieving the goals of the course include the traditional methods of student readings, instructor input and classroom discussion. In addition, however, students will engage in a variety of activities, both inside and outside of class. The students will survey the critical literature and report on the assessment instruments which they have investigated. The combination of the traditional methods and the students' work should enable them to personally learn the essential elements of this field and to be able to put this knowledge to use in further academic and professional work.   |

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| <i>Focus on Technology Integration</i>                                     |   |  |   |  |
| <b>Instructor’s Utilization</b>  |   | <b>LCD Projector, Smart Board if Available, Power Point Presentations</b>  |   |  |
| <b>Candidate’s Utilization</b>   |   | <b>LCD Projector, Smart Board if Available, Power Point Presentations</b>  |   |  |
| <i>Focus on Learning</i>   |   |  |   |  |
| <b>Impact on Candidate Learning</b>  |   | <b>The candidate will understand the legal issues and their implications to the success of the learning organization.</b>  |   |  |
| <b>Impact on P-12 Learning</b>   |   | <b>The candidate will know and understand how the KARs, Kentucky Statues impact P-12 learning.</b>   |   |  |
| <b>P-12 Collaboration</b>  |   | <b>The candidate will demonstrate the necessity and function of collaborating with teachers, parents, candidates, etc., to gain support for the changes necessary to close the achievement. Gap.</b> |   |  |
| <b>The Student Will:</b>   | <b>Link to Conceptual Framework</b>   | <b>Standards<br/>ISSLC, TSSA</b>   | <b>Course Assignment/<br/>Activities</b>                                | <b>Link to EPSB Themes<br/>1-Diversity<br/>2-Assessment<br/>3-Literacy<br/>4-Closing Gap</b> |
| Identify the legal structure and court systems in Kentucky and the nation. | The importance of continual engagement with families, community stakeholders, and other decision makers | ISSLC# 1, 2, 3<br>TSSA# 1, 2, 6  | Review/revise site-based council policies. (Required e Portfolio entry) | Assessment<br>Diversity<br>Closing Gap   |
| Locate court case reports and periodicals in the law library.              | The educability of and life-long learning for everyone  | ISSLC# 1, 2, 3, 4, 5, 6<br>TSSA# 1, 2  | Identify issues that have legal involvement.                            | Assessment<br>Closing Gap  |

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| Identify issues, facts, and holdings of important decisions related to schools. | Student learning as the fundamental purpose of schooling   | ISSLC# 3, 5<br>TSSA# 1, 3, 5         | Identify when to contact school board attorney.                  | Diversity Assessment<br>Literacy Closing Gap |
| Identify potential legal issues in actual and hypothetical situations.          | Making management decisions to enhance learning and teaching   | ISSLC# 3, 6<br>TSSA# 1, 2, 6         | Reflect on legal case studies.                                   | Diversity Assessment<br>Literacy Closing Gap |
| Identify the major provisions in the Administrative Code of Ethics.             | Collaborating with stakeholders to develop a clear vision and mission                                    | ISLLC# 1,2,4,5,6<br>TSSA# 1,2,34,5,6 | Analyze KRS, KARS's, board policies, and site based policies.    | Diversity Assessment<br>Literacy Closing Gap |
| Identify trends in state and federal court decisions.                           | Access, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies. | ISSLC# 3, 6<br>TSSA# 1, 2, 6         | Complete course reflection on topics presented by the professor. | Diversity Assessment<br>Literacy Closing Gap |

### **Topics to be Covered**

1. What is law?
2. How is the legal system organized?
3. What is the legal status of a school system?
4. How secure is a teacher's employment?
5. How does collective bargaining affect teachers?
6. When is a teacher liable?
7. How should a teacher deal with child abuse and neglect?
8. What constitutes libel and slander?
9. How does copyright law affect teachers?
10. When can schools restrict freedom of expression?
11. When can schools limit freedom of association?
12. What are a teacher's due process rights?

13. How free is a teacher's personal life?
14. Are teachers and students protected against racial discrimination?
15. Are teachers and students protected against sex discrimination?
16. Are there special rights for students with disabilities?
17. Are there special rights for Non-English speaking students?
18. Who controls students' records?
19. Must all children go to school?
20. When can schools restrict personal appearance?
21. What are the issues that will face courts in the next decade?

**Please Note (Attendance):**

This course requires in-class and out-of-class time to complete course assignments. Attendance is extremely important in this class and will be assessed consistently.

**Performance Activities:**

1. There will be three exams, each worth 100 points. Course objectives 1-6
2. Each student will develop and submit a detailed research proposal worth 350 points. Course objectives 1-10 (**Course Embedded Assignment- rubric included**)

Each student will work with a group to form and conduct a research project worth 350 points. Course objectives 1-10

**Communication Policy:**

The only authorized electronic means of academic, administrative, and co-curricular communication between Union College and its students is through the <unionky.edu> e-mail system. Each student is responsible for monitoring his/her Union College e-mail account frequently (preferably daily).

**ISLLC Standards:**

***ISLLC Standard 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development; articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

***ISLLC Standard 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

***ISLLC Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

***ISLLC Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

**ISLLC Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**ISLLC Standard 6:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

**Technology Standards:**

- 1. Leadership and Vision** - Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.
- 2. Learning and Teaching** - Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.
- 3. Productivity and Professional Practice** - Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.
- 4. Support, Management and Operations** - Educational leaders ensure the integration of technology to support productive systems for learning and administration.
- 5. Assessment and Evaluation** - Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.
- 6. Social, Legal and Ethical Issues** - Educational leaders understand the social, legal and ethical issues related to technology and model responsible decision-making related to these issues.

**Portfolio Activity**

Review/revise site-based council policies as e Portfolio entry.

|   |            | Exemplary<br>(4)<br>Exemplary<br>Performance   | Competent<br>(3)<br>High Performance  | Acceptable<br>(2)<br>Standard<br>Performance   | Unacceptable<br>(1)<br>Minimal<br>Performance                                | Not<br>Attempte<br>d<br>(0)<br>Unsatisfactory<br>Performance | Score |
|---|------------|--|---|--|--|--|-------|
| 1 | Standard I | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |       |

|   |            |   |   |  |  |  |  |
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|   |            | standard and gives recommendations  |   |  |  |  |  |
| 2 | Standard 2 | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting standard and gives recommendations | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |  |
| 3 | Standard 3 | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting standard and gives recommendations | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |  |
| 4 | Standard 4 | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting standard and gives recommendations | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |  |

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| 5 | Standard 5               | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting standard and gives recommendations | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |  |
| 6 | Standard 6               | Describes standard in detail; Cites examples of how principal/school is meeting or not meeting standard and gives recommendations | Describes standard in detail; tells if principal/school is meeting standard and gives recommendations | Describes standard adequately; describes principal/school and tells if they are meeting standard | Does not describe standard adequately or how principal/school meets standard |  |  |
| 7 | Spelling/ Capitalization | No punctuation, spelling or capitalization mistakes   | No spelling mistakes  | 1 or 2 mistakes  | More than 2 mistakes   |  |  |
| 8 | Grammar                  | Scholarly   | No mistakes   | 1 or 2 mistakes  | More than 2 mistakes   |  |  |
| 9 | Vocabulary               | Scholarly   | Post-Bachelor's level   | Marginal   | Inadequate   |  |  |

Student \_\_\_\_\_ Scorer \_\_\_\_\_

Date: \_\_\_\_\_ Score \_\_\_\_\_ Grade \_\_\_\_\_



**Grading Criteria:**

Students will be graded on all assignments, including mid-term and final exams, discussion, participation, and other assignments. All assignments should be submitted to the instructor on or before the due date by 11:59:59PM EST (unless otherwise noted). *The instructor reserves the right to make changes to this document as needed.*

**Grading Scale**

A = 90%-100%

B = 80%-89%

C = 70%-79%

F = 0-69%

**Teaching Strategies**

Lecture

Classroom discussion

Individual reports

Collaborative projects

Listed resources and other outside readings

Interviews

**Evaluative Criteria**

Assessment of observed performance

Critique of documents presented in portfolio

Written reflections and self assessments

Observation of collegial interaction

**Commitment to Diversity**

The Union College Education Studies Unit will prepare teachers who celebrate each student as a member of the learning community and recognize the role that each student's real life experiences and cultural traditions play in the classroom. This culturally responsive teacher will recognize that students bring with them knowledge and experiences that are essential to their construction of concepts in the classroom. Additionally, these culturally responsive teachers will recognize that each individual's beliefs about teaching and learning have a significant impact on his/her interactions in the classroom.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Graduate Studies at Union College. All college policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic

dishonesty WILL be pursued under current regulations concerning academic integrity. Students may receive a failing grade and be subject to program and college removal for a violation of these ethics.

**Disability Accommodation:**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course should contact Student Support Services at Union College. The phone number is 606-546-1257. Students with disabilities should request accommodations prior to or early in the semester. Each request for accommodations will be examined on a case-by-case basis to determine eligibility. DO NOT request accommodations directly from the professor or instructor. Professors and/or instructors are NOT authorized to make reasonable accommodations.

**BIBLIOGRAPHY**

1. *Deskbook encyclopedia of American School Law* (new edition each year) Rosemount, Mn: Data Research, Inc.
2. Fischer, L., Schimmel, D., and Kelly, C. *Teachers and the Law* (5<sup>th</sup> edition). White Plains, NY: Longman Publishing Group.
3. Imber, M. and Geel, T. *Education Law*. New York, NY: McGraw-Hill, Inc.
4. LaMorte, M. *School Law: Cases and concepts* (5th edition). Needham Heights, MA: Allyn and Bacon.
5. McCarthy, M. and Cambron-McCabe, N. (1987). *Public school law: Teachers' and students' rights* (2nd ed.). Newton, MA: Allyn and Bacon.
6. O'Reilly, R. and Green, E. *School law for the 1990's : a handbook*. Westport, CT: Greenwood Press.
7. Yudof, M., Kirp, D., and Levin, B. *Educational Policy and the Law*. St. Paul, MN: West Publishing Co.